

AMERICAN FOUNDATION FOR THE BLIND  
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# NINETY-FIFTH ANNUAL REPORT

OF THE

SOUTH CAROLINA

# School for the Deaf and the Blind

SPARTANBURG, S. C.

1943



PRINTED UNDER THE DIRECTION OF THE  
JOINT COMMITTEE ON PRINTING  
GENERAL ASSEMBLY OF SOUTH CAROLINA



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## BOARD OF COMMISSIONERS

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Hugh T. Shockley, *Chairman*  
C. A. Cromer, Dr. J. A. Tillinghast, L. A. Grier

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## LETTER OF TRANSMITTAL

South Carolina School for the Deaf and the Blind

Spartanburg, S. C., September 1, 1943.

Hon. J. H. Hope,  
State Superintendent of Education,  
Columbia, S. C.

Honored Sir: I have the honor to transmit herewith to you, and through you, to the people of our State the ninety-fifth annual report of the South Carolina School for the Deaf and the Blind. This report covers the period from July 1, 1942, to June 30, 1943, inclusive.

Respectfully submitted.

Hugh T. Shockley, *Chairman*.

## SUPERINTENDENT'S REPORT

*To the Board of Commissioners of the South Carolina School for the Deaf and the Blind:*

Gentlemen: I have the honor to present to you the ninety-fifth annual report of the South Carolina School for the Deaf and the Blind. This is my thirteenth annual report as Superintendent of the school. It is my ambition that South Carolina shall have an outstanding school for deaf children and blind children here at Cedar Spring. It is my belief that much progress has been made in this direction and that today we have one of the better schools in the South. On the other hand, there is still much work to be done and a great many improvements to be made. All salaries and wages will have to be raised to a considerable degree and a retirement plan approved and made operative if the school is to be outstanding. The physical plant and a great part of the equipment at the school are now out-of-date, and very definite plans should be made at once to take care of this urgent need.

For the past several years we have received rather numerous requests for information in regard to the school. We do not have this information in printed form, and so this report is being written in such a form as to give factual information in regard to the past year's work and at the same time to furnish general and pertinent information concerning the school.

### HISTORY

The School for the Deaf and the Blind was established at Cedar Spring, South Carolina, by Reverend Newton Pinckney Walker on the 22nd day of January, 1849. On that day, a class of five deaf children was admitted to this school for hearing children. By the end of the year, three additional pupils had joined the class and Mr. Walker decided to devote his entire time to the education of the deaf. In 1848 he had spent a few months at the Georgia School for the Deaf located at Cave Spring, Georgia, preparing himself for his special work.

From the first printed report of the school (1854) it is interesting to note the following statement by Mr. Walker: "Little did I think a few years ago, that I would ever be as I now find

myself—surrounded by multiplied cares of so peculiar a character; children whose condition in life gives point to the sacredness of the trust; when indeed, at first, I aspired to nothing higher in this sphere of action than the amelioration of the intellectual condition of a few deaf-mute relatives of my wife.”

In April 1855, a Department for the Blind was added with Professor James S. Henderson, a graduate of the Tennessee School for the Blind, as principal teacher. In 1857, the school was changed from an individual enterprise to a State institution and the Legislature made a liberal appropriation for the erection of suitable buildings. The founder of the school died in 1861. The school was operated by members of his family during the dark days of the Civil War and the reconstruction period which followed. During this time, the school was closed on several occasions. In 1861 on the death of his father, N. F. Walker was appointed Steward and in 1886 with J. S. Henderson he was appointed Associate Principal. In 1872 he was appointed Superintendent of the school and served in that capacity until his death in 1927. During Dr. Walker's lifetime the school grew rapidly and expanded almost to its present form. Dr. Walker was succeeded by his son, Dr. William Laurens Walker, who was succeeded upon his death in 1931 by William Laurens Walker, Jr.

The school today has a large campus which covers an area of approximately 153 acres. Ten modern buildings provide for the needs of the students. These buildings include the administration building, the primary building, the hospital, the intermediate dormitory, the girls' dormitory, the superintendent's residence, the shop, the gymnasium, the dairy barn, and the colored school. Splendid hard-surfaced roads and sidewalks lead to each of the buildings. The total value of the property is estimated to be about \$500,000.00.

### GENERAL INFORMATION

The South Carolina School for the Deaf and the Blind is located on Highway No. 176, four miles south of Spartanburg. The school is operated by the State of South Carolina for the education of children who are too deaf or too blind to make satisfactory progress in public schools. Students between the ages of six and twenty-one, who are mentally sound, are eligible



for admittance. No tuition fee is charged and there is no cost except for the transportation of pupils and for their clothing. Special attention is given to the health of the children. A nurse is on duty at the school at all times and a physician is on call. The school has an excellent faculty in both the departments for the deaf and the blind, and a well rounded educational program gives all students the same opportunities which they would have in attending the public school system in their local community or city.

The reports from the Educational Department and the Music Department were written respectively by Miss Louisa Walker, Principal, and Mr. W. W. Donnald, Director.

### EDUCATIONAL DEPARTMENT

For the past several years, the entire faculty of the school has worked hard to see that each child is equipped with a sound body, a well trained mind, and a well balanced personality. Such work has led on and on into the experimental field. There are numerous questions concerning both the deaf child and the blind child which have not as yet been answered in a scientific, satisfactory way. Several studies have been made at the school in the fields of reading, language work, achievement testing, intelligence testing, audiometric testing, group hearing aid results, and individual hearing aid results. The findings from these studies have been carefully checked and are at the present time, being used constantly, in an effort to improve the results achieved.

It is perhaps time to pause, and look for a moment at the school as it was when the children left for their homes in May, 1943. During the year, 127 girls and boys were enrolled in the Department for the Deaf—(white). The groups ranged from the younger ones who were occupied with pre-school work to the older pupils who are on a high school academic level according to public school standards. The work in the Department for the Deaf is of necessity varied and complicated because of the fact that it is highly specialized. Then, too, the children are here twenty-four hours a day for nine months. Education is not a process which is accomplished only in the classroom. The child should learn constantly, and the more he learns outside of the classroom, the more balanced and complete will be his education.

When the little deaf child enters the school he is, first of all, encouraged to feel at home in his new surroundings. Unless the child has some emotional disturbance, he soon develops this "at home" feeling. He is then sent to the teacher who does the intelligence testing. She, first of all, uses the Grace Arthur Non-Language Performance Scale with him. Later he is given the Goodenough Test, and the Chicago Non-Verbal as soon as he can possibly take it. From the results of either one, two or three tests, he is placed with a group of children whose mental age is approximately the same as his own. From time to time, he is retested during the year. If the results are favorable and if he is showing definite progress in the classroom, he is then placed with another group of children who are mentally nearer his own age. The child's education has now been started and he is given ample opportunity to advance as rapidly as possible.

The school now has a well equipped testing department with trained workers. There is a complete record of at least two or more intelligence tests on every child in the department. In the near future we hope to use one or more additional tests for each child. Three different achievement tests are administered at regular intervals during each year. The Gates Reading Test is given in the lower grades. The Metropolitan Achievement Test and the Stanford Achievement Test are given to all grades beginning with the first and going through approximately the first two or three years of high school. The children in the last year or two years of high school are too far advanced for this test and are given a regular high school achievement test. The results of these tests are not simply tabulated and discarded. They are studied carefully and are used over and over again. They are used partly as a basis for promotion and as a basis for class grouping. They are also used as the basis of a study to determine the weaknesses and the strength in the curriculum. How much academic progress should a deaf child be expected to make in a given time? Can a deaf child be judged by public school standards? If not, why not? The achievement tests administered over a period of several years are studies in an effort to answer such questions and many more such questions in a scientific and satisfactory manner.

The school now has nine classrooms equipped with group hearing aids which are in use from eight o'clock in the morning un-



til four o'clock in the afternoon. There were also ten individual aids. Several of these are owned by the individuals and others were graciously loaned to the school by the Aurex Company of Atlanta, Georgia. It is generally agreed that work with either the individual hearing aid or the group hearing aid is still in the experimental stage. No one should make definite statements about this work until he or she has proved his statements to be true. During the past few years, the teachers in this school have done their hearing aid work in a systematic, scientific way. They have followed a definite basic program for each group of children at the several educational levels. They have measured, checked, and tabulated the results very carefully. They now have results based on work done with a group of children working on a group aid. They also have results of the work done by each individual child on the several individual aids. In connection with this work, there is a teacher who spends each afternoon doing audiometric testing. This work is done on a Maico audiometer and we now have tests on some of the children over a period of several years. The faculty hopes that the results of their work with the hearing aid will be useful not only in this school but in even larger fields of work.

The progress which a deaf child makes in school depends to a great extent upon his ability to read correctly and to understand what he reads. For several years now the teachers have studied methods, materials, etc., in an effort to have our deaf girls and boys learn how to read as efficiently as possible. When the teacher finds by means of tests that the young child is ready to read, she then begins to teach him according to the latest methods which she has found to be most successful. From the day when the child first begins to read until he completes his academic work here in the school, he spends at least one or more periods every day learning how to read, what to read, and how to make use of what he reads. The subject of reading definitely occupies a place of unusual importance in the work throughout the entire educational program. The teaching of reading is done in a carefully planned, systematic way.

At least twice, and sometimes more often, during the year each child is given a standardized reading test and the results are carefully checked and recorded. The school now has ten complete sets of modern basic readers. All of the series begin with the

pre-primers and go through the six grade public school level. Some of them also have material for the seventh and eighth grade public school level. Other material from other series is also available for these two grades. Each teacher is supposed to have her children read a maximum of six basic readers all on the correct grade level. There is no limit to the number of books which her children can read provided the tested results are satisfactory. When the reading and testing program was first started in the school, there were no children whose reading level was above their average educational level. With the new reading program, the teachers find that the children's reading level has risen until in almost every instance, it is equal to or more advanced than the general educational level. This one fact alone, proves beyond a doubt the success of the modernized reading program.

Very closely connected with the new reading program are the other modern basic texts available in other subjects. These new books are all based on recognized word lists and only those on the correct educational level are assigned to each group of students. There are no old, out-of-date texts in use in the school. All of the texts are modern and are the best available texts which the teachers have been able to locate. During the summer, this search for better and even more modern text books is being continued. The faculty hopes to have additional series this fall. In past years the teachers complained often that the children could not read and understand their books without help and explanation. Now the teachers find that as a rule, the children are not only able to read and understand the texts but they actually enjoy reading them.

The industrial work, the athletic work, the religious life and the social life of the girls and boys in the department for the deaf will be discussed by Mr. Walker in his report.

In the Department for the Blind (white) 62 girls and boys were enrolled during the year. The children ranged in educational level from the pre-school group to the graduates who have completed the regular high school course of study as prescribed by the State Department of Education. The school is now well graded and well tested. There is an adequate supply of modern texts which assure each girl and boy a well-balanced education. The experimental work has been continued in this department for the past several years. More and more the carefully checked

results substantiate the fact that the blind child is a normal individual and should be educated as such. When he is well taught and given the opportunity to develop normally, he makes satisfactory progress both in his classroom and in his social contacts. Much has been written about certain subjects being difficult for the blind child. From experimental studies conducted by the teachers in this school, they concluded that the blind child can and does make satisfactory progress in all subjects if he is given the opportunity.

When the little blind child enters the school, he may be a normal individual or may present certain problems not at all unusual in childhood. If he has no behavior problems, then he is ready to begin his regular school work. If on the other hand, he does present certain behavior problems he must be studied and understood in an effort to have him overcome his problems as completely and as rapidly as possible. Shortly after the child enters the school he is given the Hayes-Binet Intelligence Test for the Blind. From the results of this test he is placed with a group of children whose mental age corresponds as nearly as possible with his. Here he is given every opportunity to make as rapid advancement as possible both in his educational progress and his social adjustment. When he shows such progress in the classroom, his progress is carefully checked and, if the results warrant, he is then placed with a more advanced group.

The testing department in the Department for the Blind has functioned for the past several years and has proved to be an invaluable aid in the educational work. The Hayes-Binet Intelligence Test is administered to all children up to fourteen years of age. The Wechsler-Bellevue Adult Intelligence Tests have been administered to all children who are fourteen years old or older. The records are very carefully kept and now furnish invaluable data which is used constantly from year to year. The New Stanford Achievement Tests are given to all of the children from grades three to eight, inclusive, at the conclusion of each of the two semesters every year. For the past several years the Sones-Harry High School Achievement Tests were administered to the high school. This year, however, the Meyers-Ruch High School Program Tests adapted for the Blind by S. P. Hayes were administered. The results were found to be very satisfactory. The office now has the record of each test given each child over



a period of several years. This data is studied and used constantly. It is used as a basis for promotion and also is of incalculable help in finding the weakness and the strong points in the individual and the group teaching of the school. More and more, the faculty has found that the results of their testing are very reliable and a very necessary part of the educational program.

A few years ago the teachers found the fact that a large percentage of the children in the school were not making satisfactory progress from year to year in their ability to read braille. They began immediately to study the most up-to-date methods of the teaching of reading; to secure more adequate braille tests; to study the individual child carefully; and to check at regular intervals the results achieved. From the first grade, the love and appreciation of reading has been instilled in the child. He soon comes to understand that the reading of braille opens to him a world of pleasure and information. One can hardly believe how much even the young blind child can read and enjoy. Each of the grades from the third through the eighth inclusive, completed at least one basic reader each month during the year and some groups accomplished even more. In most instances, the child's reading level is months above his general education level. In no instance is it more than two months behind his educational level. The children in this school have definitely learned to read braille well. The problems which the teachers faced a few years ago have now been overcome in a very satisfactory manner.

The braille text books now being used throughout the entire school are the best and most modern ones available. Additional up-to-date texts have been secured during the summer and will be in use next fall. A few years ago the teachers found it necessary to make their own spelling books because of the fact that modern basic spellers were not available in braille. Enough basic reading texts were not printed in braille especially for the children in the intermediate grades. However, this situation has been almost entirely remedied in the past two or three years. Modern basic texts are now available in every subject and are in use throughout the entire school.

It is apparent that the entire school which includes both the Department for the Deaf and the Department for the Blind has made definite, steady, and regular progress during the past several years. The teachers have studied and worked constantly

in an effort to get the best possible results. It is necessary for each one to know modern public school educational methods as well as specialized educational methods if he or she is to accomplish satisfactory results. A school will either go backward or forward. Unfortunately, it cannot seem to stand still. Our faculty works hard to push forward, and it appears that they have been and are being successful.

## MUSIC DEPARTMENT

Last year the music department offered the following subjects to its students: piano, violin, voice, choral work, music appreciation, piano tuning and repairing. The percentage of students enrolled in the courses was substantially the same as during the previous year. Each student was taught to read and write braille music at the earliest possible moment, for this knowledge is a very necessary part of his musical education.

For several years, the violin department has been under the supervision of Mr. Hughson Green who made a splendid contribution to the musical life of the school. When Mr. Green found it necessary to resign, his place was taken by Mrs. Peggy Thompson Gignilliat, a member of the faculty of the Spartanburg city schools. Mrs. Gignilliat is a well-known musician who has studied both in this country and in Europe. The results achieved in the department under her supervision, have been most satisfactory. She taught a class in music appreciation which all members of the high school classes attended. The results of this experiment were most gratifying.

During the chapel period, every effort was made to have the music as varied and as inspirational as possible. In addition to the regular hymns, the work of individual students and specially prepared numbers from various choral groups were presented. During the Wednesday chapel programs, the blind children and the deaf children cooperated beautifully in the presentation of familiar hymns.

The May Day program this year was featured by attractive music from the primary and intermediate departments under the leadership of Miss Marion Spigener and Mrs. Peggy Thompson Gignilliat.



At the conclusion of each semester, an elaborate recital was presented in the chapel of the school. The piano department, the violin department, and the voice department were all represented in these recitals. The primary children were also figured prominently in these programs. The teachers plan to present even more of these recitals during the coming year. They feel that the work gives confidence and encouragement to the students, and that they add to the cultural life of the school.

The scope of the tuning department was slightly enlarged during the year. In addition to the teaching of tuning, special emphasis was placed upon the work of repairing pianos. Used pianos are in demand today as never before, and each pupil should be capable of making repairs to such pianos.

During the year, the records in this department were improved, enlarged, and made more comprehensive. These records are filed in the office of the music department until May and then are sent to the principal's office where each individual record is incorporated in the child's complete record. Included in these composite records from the music department is a detailed account of the work studied and completed during the year. There is also a critical estimate by the teacher of the child's progress in each subject in the department. Attitudes, such as loyalty, co-operation, neatness, honesty, reliability, personality, etc., are discussed in detail by each member of the faculty who comes in contact with the child. Individual records of such a comprehensive scope, should prove helpful to the individual child, the music department, and also to the management of the school.

## TRADES DEPARTMENT

Teaching each child a trade is a very important part of the educational program at Cedar Spring. Graduates do not always follow the trade which is taught, but the training received is of vital value to each of them. The deaf boys, when they reach the age of eleven, go to the woodworking department twice a week for a beginner's course. When this course is completed, they have a choice of continuing in the woodworking department, of taking barbering, or printing and instruction on the linotype. We have competent instructors in each of these fields. Mr. Joe Stotts, a graduate of the Colorado School for the Deaf and of

Gallaudet College, Washington, D. C., is instructor in the wood-working department. Mr. Max Brown, a graduate of the North Carolina School for the Deaf and of Gallaudet College, is instructor of the printing and linotype. Mr. W. E. Henderson, of Henderson's Barber Shop, has been good enough to come to the school and to instruct the boys in barbering for a small lump-sum, yearly salary. One of the graduates now holds a State barber's license and is a barber at the Citadel in Charleston.

All of the boys in the department for the blind have the opportunity of taking one or more of the following trades: mattress making, broom making, chair caneing, or piano tuning and repair. Mr. James Fowler, a graduate of this school and of Shenandoah College, Dayton, Virginia, is the instructor. This work is progressing in a satisfactory manner except for the fact that we are unable to secure cane for bottoming chairs.

All girls both deaf and blind are given courses in home economics and household arts. This work for our girls needs to be enlarged and the equipment improved. It does not compare with the trades work which is now offered to the boys.

Graduates of the school for the deaf are at this time having no trouble in securing good positions. The problem of placing graduates from the school for the blind is often most difficult. If the young man or young woman has some vision, he is always able to secure work. When children from the department for the blind receive their diplomas or leave school for any reason, their names and a full report on the student is sent to the State Division for the Blind in Columbia. The Division then makes every effort to secure employment for these students.

### ATHLETIC DEPARTMENT

The athletic program includes every child in the school. The physical bodies of our deaf and blind children are of vital importance and should be given proper attention. The deaf children in the school take callisthenics, play soft ball, track, and basketball. The boys have an opportunity to take boxing and wrestling if they so desire, and the deaf girls include archery in their program. The blind boys take callisthenics, track, boxing, and wrestling. They play tag football and indulge in other forms of body building exercises. The blind girls take callisthenics and

track. Walking, hikes, and numerous games, both indoors and outdoors, are included in their athletic program.

In April, the Willauer Athletic Club of Spartanburg, which is composed of former deaf graduates of the school, arranged for an outstanding track meet and a day full of entertainment at Cedar Spring. Prizes of War Savings Stamps were presented to the winners of the different events by the club. The school was host at a picnic supper on this occasion for a large number of alumni and friends from all over the State. As Superintendent, I wish to express my appreciation to the Willauer Athletic Club for this fine occasion.

### DRAMATICS—ENTERTAINMENT—SOCIAL LIFE

During the summer of 1940, Mr. and Mrs. Green and Miss Voss of the faculty of the school for the blind took a course in dramatic arts at Rest-Haven, Monroe, New York. Since that time numerous plays have been presented at the school. In April of this year the Dramatic Arts Project of the American Foundation for the Blind sent Miss Grace Halsey Mills, dramatic arts coach, to the school for a work shop course for the teachers and student body. The foundation feels that these courses are exceptionally worth while and that teachers in schools for the blind have found "that children who while acting in a play acquire correct habits of posture, of standing and walking, and of speaking carry these over into their daily lives in nearly every instance." Miss Mills spent more than a month at the school and during that time produced two plays. "What Every Woman Knows" was presented by the senior students on Friday, May 7th and "Six Who Pass While The Lentils Boil" by the intermediate students on Friday, May 4th. Both plays were outstanding successes and were thoroughly enjoyed by those who took part in the plays and by the large audiences which were present. It is interesting to note that all of the scenery was built by the woodworking department under the direction of Miss Mills and Mr. Stotts. The school is most grateful to the American Foundation for the Blind and to Miss Grace Halsey Mills for this course in dramatics.

Students of music at the school have a real opportunity for hearing good music in that they are so close to Spartanburg.



Through the courtesy and thoughtfulness of friends in Spartanburg, the children here received invitations to almost all concerts and outstanding entertainments in the city. We are especially grateful to Miss Mary Wilson Gee, Dean of Women at Converse College, for her thoughtfulness in collecting Civic Music tickets from the Converse students who for any reason cannot attend and sending these tickets to our girls and boys.

Each Saturday afternoon all of the older children at the school are allowed to go into Spartanburg to the movies. The Carolina Scenic Bus Company sends a bus which is capable of taking forty-five or fifty children and it is usually full or nearly so. This gives those children who do not go home for the week-ends, an opportunity to get away from the school for a little fun and relaxation. A teacher from the school is always in charge of this group.

Basketball games, softball games, and boxing and wrestling matches furnish a vast amount of pleasure for the student body. During the basketball season the athletic director tries to have at least one home game each week and, if possible, two. Due to the transportation problem, we were not able during the past year to play the high schools which we have been playing for years. However, we were able to schedule games with Spartanburg High School, The Willauer Athletic Club and with numerous teams from Camp Croft. All children are admitted free.

On Tuesday evening, December 15th, the Lions Club of Spartanburg gave the children the usual Christmas tree. On this occasion a group of younger children were seated in front of the stage in the audience and sang several appropriate Christmas carols. Mr. Maury Pearson of Spartanburg, with Mr. Wilson Price at the piano, sang three favorites which were most popular with the audience. Mr. Pearson's rendition of "Short'nin' Bread" and "The Little Red Schoolhouse" was a rare treat. Santa Claus himself came to the party and presented the presents and bags full of candy, fruits, raisins, etc., to each and every child at the school. As is always true, it was a grand occasion.

There are three scout troops at Cedar Spring. The Boy Scout Troop consisted of deaf boys was organized many years ago and is very active. Two new Girl Scout Troops were organized during the year. The first was a group of blind children with Miss

Ruth Whitford as leader. The organization of this troop brought an urgent request from a group of deaf girls and so a second troop was started. All of these troops are doing splendid work.

During the school year there were many other occasions which proved not only pleasant but very helpful to the social well being of the children. Among these were several dances, parties and dinner parties. Much thought and care has been given to the social life at Cedar Spring and surely nothing is more important than the proper social adjustment of our students.

### RELIGIOUS LIFE

Dr. Sam Lawton, a former student and now a Baptist minister, is taking a real interest in the religious life of the blind girls and boys. Every Sunday afternoon he comes for a religious service and after this service is over he stays to talk with students in regard to their individual problems and their religious life.

Mr. Herbert R. Smoak, a deaf man who is a lay reader in the Episcopal Church, comes once a month to preach to the deaf student body and to the deaf of Cedar Spring and Spartanburg. Mr. Smoak has been doing this fine work for a number of years and we are most grateful to him and to Dr. Lawton.

These services are in addition to chapel services each morning and Sunday School each Sunday morning. Once each month all children at the school go to the Cedar Spring Baptist Church for morning worship. A number of the older children worship in Spartanburg when there is room on the school bus for them.

### GRADUATES

Commencement exercises were held on Friday afternoon, May 21st, in the school auditorium. The following received their diplomas:

Mary Mooneyham (deaf), Columbia, S. C.

Evelyn Taylor (deaf), Laurens, S. C.

Max Bonner (blind), Cowpens, S. C.

Archie Numery (blind), Sumter, S. C.

There are now five graduates of the school attending college. Three of these are from the department for the blind and are enrolled at the University of South Carolina. They are as follows:



J. B. Clements, Florence, S. C.

Thomas Ingram, Cheraw, S. C.

Harley Wooten, Greer, S. C.

J. B. Clements was initiated into Phi Beta Kappa at the University during the year.

Frontis Lown, another graduate from the department for the blind, won a scholarship to Perkins Institution and has been taking special training there.

Two students from the department for the deaf are now attending Gallaudet College for the Deaf in Washington, D. C. They are as follows:

Jason Ammons, Hartsville, S. C.

Charles Pollock, Charleston, S. C.

## HEALTH

Dr. D. Lesesne Smith, Sr., of Spartanburg, has been the school physician for twenty-eight years. He is generally in charge of the health of the children and of the infirmary and the two nurses who are on duty there. During 1942-43, the health of the children was good. Most of the work done by the nurses is of a preventive nature. In addition to the usual cases of treatment for the colds and slight illnesses I wish to report the following:

Typhoid vaccine given to 31;

Whooping-cough vaccine given 38 colored children after a questionable case of whooping-cough at Colored School;

One girl was sent home due to brain tumor. An operation on this girl was performed the previous year and Dr. Smith did not feel that a second operation was advisable;

One serious case of convulsions which cleared up after several days of hospitalization;

One streptococcus infection of a throat gland;

One broken arm;

One case of pneumonia.

Dr. Curtis Gentry, the school dentist, comes once a week and spends an afternoon in caring for the teeth of all the children at the school. Dr. Gentry sees each child at least once during the year and is able to keep the children's teeth in excellent condition.

Dr. Ruskim G. Anderson, who for a number of years has been the eye, ear, nose and throat specialist, was called into the Army and we were unable to secure a permanent man to take his place. Dr. Martin Crook of Spartanburg has been good enough to take care of our necessary cases, and we are grateful to him for helping us during the emergency.

## HOUSEHOLD DEPARTMENT

The problem of feeding and housing approximately three hundred twenty children and employees during the past year has not been an easy one. The head matron and the housekeeper have been in almost constant conferences with the Superintendent in regard to matters pertaining to food and the securing and holding competent help. Many of the foods on which we had depended in the past were not available and at times it was almost impossible to secure a variety of foods. During the last four or five months of the school year the food was costing about \$500.00 a month more than it cost the previous year. However, except for meats, the food was the best which has ever been served to the children at the school.

The servant problem has been with us in a very real way since the beginning of the war and the establishment of Camp Croft just across from the school. Many of our old servants are still with us but a number have left for better paying jobs. Our difficulty has been to replace those with others who are capable of doing the necessary work.

The school has received from the Food Distribution Administration without cost except where points were required the following:

- 200 cases of canned tomatoes
- 20 cases of pork and beans
- 3,250 pound of enriched white flour
- 1 barrel of egg powder
- 40 cases of canned milk
- 50 100-pound bags of dried beans

All of the above is stored at the school and will be used during the coming school year.

## COLORED SCHOOL

The Colored Department of the school is located in a separate building on the lower school campus. There is an average attendance of about eighty-two colored children. Of this number thirty-three are blind and forty-nine are deaf. There is a dean in charge of the Colored School and six teachers are employed there. The academic work in this department has improved during the last two years but it is not as yet satisfactory. One great problem is the lack of available, competent colored teachers for the deaf. There is no training school for these teachers although there is a summer school at Hampton, Virginia, where they can secure some training. Another great need in the Colored School is manual training for the students. At this time we have no program to train these boys and girls.

There was one graduate from the blind department of the Colored School:

Cleavous Holmon (blind), Prosperity, S. C.

One certificate was issued:

Joseph Williams (deaf), Allendale, S. C.

## FARM AND DAIRY

The school farm has improved immensely since the survey made in 1941 by the United States Department of Agriculture Soil Conservation Service. At that time the school began a program of terracing, strip rotation, field rotation, a two-acre sericea lespedeza meadow, and an acre of kudzu meadow. This program is beginning to produce excellent results and the yield of corn and hay this year will be far above any yield in the past. In addition to this, there have been planted several acres of sericea lespedeza which is being used as grazing pasture for the dairy herd this summer.

The school owns a herd of thirty-eight Holstein cows and heifers. This herd produces a sufficient quantity of wholesome milk for the children and employees of the school. Mr. R. L. Hawkins is in charge of this dairy herd and deserves much credit for building it up to the point where we can be proud of it.

Two years ago we lost all of our hogs within a period of a week. Soon after that, five pure bred Berkshire pigs were pur-

chased from Clemson College. This fall and winter we will kill fifty hogs to be used at the school. In this day of meat and food shortage this pork will be of untold value.

## NEEDS

On January 22, 1949, the School for the Deaf and the Blind will celebrate its Centennial. For that celebration we plan to have present, distinguish political, educational and business leaders of South Carolina and outstanding professional educators from the United States at large. For many years the physical plant and equipment of the school have not kept pace with the educational progress. In order that the plant and the equipment may be modern in every respect for the Centennial, the school is requesting an additional \$25,000 under Maintenance. It is proposed that this sum be appropriated each year for five years and that it be used for painting and redecorating the present buildings and for badly needed repairs and equipment.

If this \$25,000 is appropriated each year for five years, the plant and the equipment can be placed in excellent condition. If it is not appropriated, it will become necessary within a few years for the State of South Carolina to spend several hundred thousand dollars.

The deaf and the blind children of South Carolina and the teachers who instruct them should have a modern and well equipped school with comfortable and attractive living quarters, and with class rooms comparable to the better schools of the State.

I shall not attempt to list all of the needs which should be taken care of by this \$25,000 appropriation, but I shall give several so that the need will be very clear.

1. Most of the buildings on the campus need painting both inside and outside. The 75,000-gallon water tank has not been painted for years and is beginning to rust badly.

2. In the teachers' building, twenty ladies are using a bathroom with only two bath tubs both probably fifty years old. The other plumbing in this bathroom is equally out-of-date. The whole bathroom should be completely renovated with modern fixtures.



3. There are no toilets or showers on the third floor of the older boys' dormitory. Several years ago new bathrooms were installed on the first and second floors but funds were not sufficient to include the third floor. The third floor bathroom was locked and the boys who have rooms on the third floor use the bathroom on the second floor.

4. The laundry equipment was purchased, for the most part second hand, when the laundry building was erected about twenty-five years ago, and is now so old that it is impossible to do the children's washing as it should be done.

5. Very little household equipment has been purchased by the school for many years. Almost everything is wearing out rapidly. We need new furniture, rugs, teachers' beds and mattresses, shades, desks for many classrooms, screens, etc., to mention only a few of the needs.

6. The kitchen stoves and equipment are very old and do not comply with modern standards.

I could list many more needs but I feel that those listed show clearly the vital need.

The itemized requests according to budget classifications are as follows:

Salaries .....	\$ 57,860.30
Wages .....	10,000.00
Special Payments .....	356.00
Contractual Services .....	32,281.42
Supplies .....	35,817.00
Fixed Charges and Contributions .....	1,890.28
Equipment .....	795.00
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Total .....	\$139,000.00
Less Estimated Revenue .....	4,000.00
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Total Maintenance .....	\$135,000.00

In closing this report I wish to thank each member of the Board of Commissioners for their help and thoughtful interest. I also wish to express my appreciation to the faculty and other employees of the school for their loyal service during the year.

Respectfully submitted,

LAURENS WALKER,  
Superintendent.



# FINANCIAL STATEMENT

From July 1, 1942 to June 30, 1943

Balance July 1, 1942

Citizens and Southern Bank

Maintenance Accountt .....	\$ 5,372.84
Special Account .....	511.98
Total .....	\$ 5,884.82

## *Receipts*

Balance July 1, 1942 .....	\$ 5,884.82
Maintenance—State Appropriation .....	100,821.49
Special Accountt .....	1,153.43
Board, Etc. ....	2,550.00
Miscellaneous .....	1,179.33
Total .....	\$111,589.07

## *Expenditures*

Maintenance .....	\$105,517.36
Special Account .....	1,196.95
Balance June 30, 1943 .....	4,874.76
Total .....	\$111,589.07

Balance June 30, 1943

Citizens and Southern Bank

Maintenance Account .....	\$ 4,406.30
Special Account .....	468.46
Total .....	\$ 4,874.76

## ENROLLMENT

*White Girls*

Deaf .....	63
Blind .....	20

*White Boys*

Deaf .....	64
Blind .....	42

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Total (White) .....	189
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*Colored Girls*

Deaf .....	21
Blind .....	13

*Colored Boys*

Deaf .....	28
Blind .....	20

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Total (Colored) .....	82
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GRAND TOTAL .....	271
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*Summary*

Girls .....	117
Boys .....	154

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Total .....	271
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## WHITE BLIND CHILDREN

Lloyd Anderson	Kershaw	Coleman Moore	Spartanburg
Marcine Anderson	Kershaw	Evelyn McCarter	Greenville
Lois Boltin	Orangeburg	Janie Mae McGee	Williamsburg
Max Bonner	Spartanburg	Frank Neal	Sumter
Edna Bonnett	Orangeburg	Hoover Noonan	Jasper
Joe Byrd	Lancaster	Archie Nunnery	Sumter
Peggy Ann Camp	Spartanburg	Robert Oglesby	Spartanburg
Harold Campbell	Spartanburg	Myrle Park	Spartanburg
Don Capps	Marion	William Potter	Marlboro
Walter Chestnut	Horry	Jack Reynolds	Spartanburg
T. D. Christopher	Greenville	Ralph Reynolds	Spartanburg
Pearl Cox	Oconee	Eloise Roberts	Kershaw
Fred Crawford	Spartanburg	Brooks Sanders	Orangeburg
Elizabeth Davey	Charleston	Fannie Seegars	Lancaster
Jacob Dickert	Newberry	James Sims	York
Robert Edens	Anderson	Jimmie Smith	Anderson
Marion Erwin	Abbeville	Robert Stepp	Cherokee
Frances Gallman	Richland	Clyde Stevens	Horry
Grayson Gallman	Spartanburg	Fair Stewart	Greenville
John Ginn	Orangeburg	Coker Stogner	Chesterfield
Rachel Golden	Greenwood	Kitty Stogner	Chesterfield
Joseph Goodman	Marlboro	Penrose Stogner	Chesterfield
Harry Lee Goodwin	Greenville	Raymond Sturkie	Richland
Hilda Graham	Horry	Wesley Sturkie	Richland
Ray Holcomb	Union	Jimmie Sue Terry	Spartanburg
Jack Huthmacher	Charleston	Rex Thornley	Charleston
Thomas Ingle	Greenville	DeFoix Tramel	Spartanburg
Joe Ingram	Chesterfield	Wesley Waites	Charleston
James Kernells	Anderson	Bobby Wortman	Spartanburg
Carolyn Low	Charleston	Mildred Yon	Newberry
Clyde Moore	Spartanburg	Violet Zorn	Barnwell

## WHITE DEAF CHILDREN

Sara Anderson	Spartanburg	Evelyn Brown	Marion
Ellen Ashe	York	Louise Brown	Marion
Betty Bartlett	Spartanburg	Jack Bruce	Oconee
Henrietta Bass	Chester	Harland Bryant	Spartanburg
Edward Beard	York	Charles Carter	Orangeburg
Doris Bennett	Chester	Marvin Carter	Orangeburg
Robert Berry	Orangeburg	Laurine Carver	Saluda
Alvin Black	Pickens	Louise Caughman	Sumter
Lyle Blanton	Cherokee	Jack Cely	Pickens
Francis Brant	Allendale	Forrest Clements	Anderson
Helen Brant	Sumter	Narvus Jean Clubb	Spartanburg
Calvin Brown	Anderson	Charles Cobb	Oconee

# WHITE DEAF CHILDREN—Continued

Juliet Cobb .....	Oconee	Margie Kelly .....	Anderson
Peggy Cook .....	Oconee	Charles Kendrick .....	Greenville
Clyde Coulter .....	Sumter	Louise King .....	Newberry
Rufus Cox .....	Dillon	Carl Lee .....	Chesterfield
Leonard Crawford .....	Kershaw	Ethel Looney .....	Anderson
Annie Crider .....	Calhoun	Joe Looney .....	Anderson
Barbara Daniel .....	Spartanburg	Craig Maddox .....	Greenwood
Maxie Davis .....	Laurens	Martha Marshall .....	York
Helen Deaton .....	Spartanburg	Iona Mashburn .....	Anderson
Marvin Dukes .....	Orangeburg	J. B. Miller .....	Dillon
Maxine Elvington .....	Dillon	Bobby Mincey .....	Fairfield
Charles Epting .....	Newberry	Edward Montgomery .....	York
Ray Evans .....	Clarendon	Mary Mooneyham .....	Richland
Jean Flemister .....	Aiken	Bobby Murphy .....	Greenville
Billie Boyce Floyd .....	Marion	Irene McCurry .....	Cherokee
Ella Floyd .....	Marion	Betty Ann McCue .....	Charleston
Lester Forde .....	Florence	Marion Painter .....	Greenville
Jo Ann Foster .....	Greenville	Lucile Pettit .....	Laurens
Larry Earl Fowler .....	Horry	John Poole .....	Aiken
Oscar Freeman .....	York	Janette Powell .....	Florence
Victor Galloway .....	Marlboro	Louvenia Powell .....	Florence
John Gary .....	Greenwood	Edwin Price .....	Greenville
Captola Golden .....	Greenville	Richard Price .....	Greenville
Annie Joyce Graham .....	Florence	John Rains .....	Spartanburg
Judeth Grant .....	Richland	Leslie Rains .....	Spartanburg
Jesse Green .....	Marion	Dorothy Riddle .....	Laurens
Frances Griffin .....	Sumter	David Risher .....	Marlboro
Nancy Jane Gunter .....	Lexington	Nadine Roberts .....	Chester
Hubbard Hall .....	Sumter	William Joseph Robinson .....	Hampton
Ethel Haselden .....	Lexington	George Nelson Rogers .....	Dillon
Helen Heath .....	Aiken	Tearle Rogers .....	Spartanburg
Annie Louise Herring .....	Darlington	Carlisle Saunders .....	Charleston
Calvin Hill .....	Newberry	Rodney Saunders .....	Charleston
Grace Hilton .....	Charleston	Louise Scruggs .....	Cherokee
Janice Hilton .....	Charleston	Pauline Sharpe .....	Lexington
June Holliday .....	Pickens	Frank Shealy .....	Richland
Constance Hollomon .....	Charleston	O. W. Shirley .....	Spartanburg
Lessie Hopkins .....	Anderson	Richard Sides .....	Georgetown
Dorothy Hyman .....	Dillon	Lawrence Sloan .....	Greenwood
Louise Hyman .....	Dillon	J. B. Smith .....	Oconee
Virginia Hyman .....	Dillon	Linda Smith .....	Anderson
Tupper Inabinett .....	Charleston	Ruth Smith .....	Greenville
Dan Jacques .....	Charleston	Walter B. Smith .....	Oconee
Franklin Jacques .....	Charleston	Samuel Snipes .....	Chester
Eloise Jones .....	Marlboro	David Spencer .....	Richland
Betty Jean Kelley .....	Darlington	Bobbie Sue Spoon .....	Greenville

### WHITE DEAF CHILDREN—Continued

Elliott Sprouse	Oconee	Rufus West	Spartanburg
Bobbie Anne Stegall	Pickens	Maryetta Wiggins	Greenville
Emily Taylor	Anderson	John Wilkie	Clarendon
Evelyn Taylor	Laurens	Richard Williams	Florence
Sadie Taylor	Laurens	Nettie Lee York	Spartanburg
Otis Varn	Orangeburg		

### COLORED BLIND CHILDREN

Robert Anderson	Aiken	Cleavous Holmon	Newberry
Edna Baker	Sumter	Marion Howard	Charleston
Jessie Mae Boone	Lee	Lonise Middleton	Charleston
Zilliman Bradley	Lee	Susie Mae Miller	Oconee
James Brown	Charleston	Senior Mumford	Darlington
Viola Byrd	Newberry	Haskell Harvey Murray	Dorchester
Helen Cante	Richland	James Arthur Nance	Laurens
Vern Cave	Barnwell	Samuel Pugh	Richland
Annie Laurie Ellis	Orangeburg	Pearl Anna Rowe	Dorchester
James Fleming	Lee	James Thomas	Florence
Doris Ford	Dillon	Frank Timmons	Charleston
Samuel Foy	Charleston	Leon Williams	Dorchester
Mary Frasier	Charleston	Lucille Williams	York
Rufus Gibbs	Charleston	Wash Williams	Charleston
Charles Goodman	Aiken	Janie Woods	Chester
James Grant	Charleston	Lucius Woods	Chester
Eugene Gripper	Fairfield		

### COLORED DEAF CHILDREN

Jesse Addison	Lee	Sarah Helen Evans	Chester
Reuben Allen	Richland	Esther Mae Gavin	Bamberg
David Anderson	McCormick	Laurine Gavin	Bamberg
Sherman Anderson	McCormick	Willie Leroy Green	Richland
Robert Bosaman	Pickens	Ann Hall	Spartanburg
Laddie Bradley	Lee	Leroy Hickman	Lee
Nellie Lee Briley	Chester	Gladys Isaac	Sumter
Eugene Brown	Lancaster	Avant James	Aiken
John B. Brown	Charleston	Andrew Jenkins	Spartanburg
Mildred Etta Brown	York	Ivey Johnson	Union
Mary Burns	Chester	Paul Johnson	Calhoun
Ernest Cabbagestalk	Sumter	Olivia Law	Darlington
Sallie Mae Cash	Chesterfield	Isaiah Logan	Charleston
Butler Colclough	Sumter	Sarah Miles	York
Marriner Davis	Lexington	Johanna Milford	Charleston
Juanita Dixon	Marion	Mamie McCord	Anderson
Odell Dmnap	Greenwood	Coal McFarland	Chesterfield



# COLORED DEAF CHILDREN—Continued

Sonny Boy Pack .....	Sumter	Charles Williams .....	Darlington
Cathaline Richardson .....	Sumter	Dorothy Mae Williams .....	Florence
Edna Richburg .....	Clarendon	Joseph Williams .....	Allendale
Roxie Mae Robbins .....	Cherokee	Mary Williams .....	Richland
John Arthur Suber .....	Laurens	Jerry Works .....	Fairfield
Charles Susewell .....	Greenwood	John Henry Wright .....	Kershaw
Mabel Walker .....	Charleston	Arthur Yarborough .....	Darlington
Samuel White .....	Charleston		





